

# Middle School Curriculum Guidelines



# Alcohol, Tobacco, and Other Drugs— Middle School

**ATOD**



This content area includes education about alcohol, caffeine, nicotine, over-the-counter and prescription medicines, and illegal drugs.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

## 1.15 Students use verbal and nonverbal skills to express themselves effectively.

### Students will be able to:

- Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem.
- Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friend and/or family member use/abuse).

### Emphasis

**IC**



Interpersonal  
Communication

### This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### 3.3 Students demonstrate respect for themselves and others.

##### Students will be able to:

- Demonstrate ways to support others and their decision not to use tobacco, alcohol, and other drugs.

##### Emphasis

##### RESPECT



Respect

##### This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

#### 3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

##### Students will be able to:

- Identify the benefits to adolescents of not using tobacco, alcohol, and other drugs (personal, social, emotional, legal, financial).

##### Emphasis

##### CC



Core Concepts

##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

#### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

##### Students will be able to:

- Describe the benefits and risks of medicinal drugs.
- Describe the proper use of medicines and risks of incorrect use.
- Describe short-term and long-term effects of tobacco, alcohol, and other drug use, including dependence; addiction; and the physical, social, and emotional effects.
- Describe the risks of tobacco, alcohol, and other drug use and the relationship to injuries, illness, violence, sexual behavior, and other risk behaviors.

##### Emphasis

##### CC



Core Concepts

##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- e. Describe the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society.
- f. Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from non-use through addiction.
- g. Explain the relationship between positive health behaviors and the prevention of injury, disease; alcohol, tobacco, and other drug use; and premature death.
- h. Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drugs.
- i. Describe the environmental and inherited risk factors for children in substance abusing families.

#### Emphasis

#### This is evident when students:

- a. Develop a personal plan for health that avoids the use of tobacco, alcohol, and other drugs.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

- a. Identify people that can provide support around tobacco, alcohol, and other drugs issues.
- b. Identify resources for valid health information about tobacco, alcohol, and other drugs.



- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- Demonstrate healthy ways for adolescents to express emotions, manage stress, and maintain friendships free of tobacco, alcohol, and other drug use.
- Plan and participate in safe, healthy activities that do not include tobacco, alcohol, and other drugs.
- Demonstrate emergency procedures related to alcohol and other drug use.

#### Emphasis

**HC/SM**



Healthy Choices/Self Management

#### This is evident when students:

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

- Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs.

**RS**



Refusal Skills

- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.

### 3.7 Students make informed decisions.

#### Students will be able to:

- Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present.
- Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process.
- Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms).

#### Emphasis

**DM**



Decision Making

#### This is evident when students:

- Personalized.
- Show progression through a decision-making process.
  - Identify the decision to be made.
  - Consider options and consequences.
  - Seek information from reliable sources.
  - Take action or make a decision.
  - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



### 3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

#### Students will be able to:

- a. Describe the effects tobacco, alcohol, and other drugs can have on problem-solving processes and conflict resolution.

#### Emphasis

**PS&CR**



Problem Solving

#### This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

- a. Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs.

**PS&CR**



Conflict Resolution

- Show progression through a conflict resolution process.
  - + Agree to negotiate.
  - + Name the conflict/problem.
  - + List solutions to the conflict.
  - + Evaluate solutions.
  - + Agree on a solution.
  - + Develop steps to action.
  - + Try out solution and re-evaluate.

### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

#### Students will be able to:

- a. Describe the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.

#### Emphasis

**ML**



Media Literacy

#### This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### 5.15 Students design and create media products that successfully communicate.

##### Students will be able to:

- Describe counter-strategies for tobacco, alcohol, or other drug advertisements and other promotional materials.

##### Emphasis



##### This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

#### 7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

##### Students will be able to:

- Describe the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions.

##### Emphasis



##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.



# Community, Environmental, and Consumer Health— Middle School



This area combines community and consumer health. It includes environmental health, public health, and world health, as well as health careers, health costs, and health services.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

## 1.15 Students use verbal and nonverbal skills to express themselves effectively.

### Students will be able to:

- a. Demonstrate ways to communicate with health care providers about personal health issues.

### Emphasis

IC



Interpersonal  
Communication

### This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### 3.3 Students demonstrate respect for themselves and others.

##### Students will be able to:

- Demonstrate ways to show respect for diversity within the community.

##### Emphasis

##### RESPECT



Respect

##### This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

#### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

##### Students will be able to:

- Identify safety and environmental hazards that may exist in the home, school, and community.
- Describe how communities promote environmental health.
- Explain how individual behavior affects the health of the environment within local and global communities.
- Describe the characteristics of a safe and healthy community.

##### Emphasis

##### CC



Core Concepts

##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

- Develop a plan to protect community and environmental health.

##### GS



Goal Setting

- Present a clear goal statement.
- Identify realistic goal.
- Plan for reaching goal.
- Evaluate or reflect on action.

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## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- Identify health services and resources (e.g., library, Internet, health department, health agencies, community health activities).
- Identify people and community agencies that are available to promote and protect community health.
- Describe ways to select effective health care products and services that contribute to health.
- Examine career opportunities in the health profession.

#### Emphasis

AI



Accessing  
Information

#### This is evident when students:

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

### 3.7 Students make informed decisions.

#### Students will be able to:

- Demonstrate how to select appropriate health care products and services, including cost comparisons.
- Describe the differences between wants and needs and other factors that influence the selection of health products and services.

#### Emphasis

DM



Decision Making

#### This is evident when students:

- Personalized.
- Show progression through a decision-making process.
  - Identify the decision to be made.
  - Consider options and consequences.
  - Seek information from reliable sources.
  - Take action or make a decision.
  - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### 3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

##### Students will be able to:

- Demonstrate problem-solving skills within the school community.

##### Emphasis

**PS&CR**



Problem Solving

##### This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

#### 5.14 Students interpret and evaluate a variety of types

##### Students will be able to:

- Analyze media influences on selection of health information and products.
- Identify ways that stereotyping and sales appeals are used in advertising for health products and services.

##### Emphasis

**ML**



Media Literacy

##### This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

#### 5.15 Students design and create media products that successfully communicate.

##### Students will be able to:

- Develop examples of positive media strategies to promote community and environmental health.

##### Emphasis

**AV**



Advocacy

##### This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

#### 7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

##### Students will be able to:

- Describe how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution).
- Describe how human health is affected by genetic make-up and environmental factors (e.g., exposure to microbes, pollution).

##### Emphasis

**CC**



Core Concepts

##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

# Disease, Violence, and Injury Prevention— Middle School

**DVIP**



This area covers disease, such as HIV infection and other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease. It also addresses safety issues, including first aid and disaster readiness, and the prevention of violence and both unintentional and intentional injuries.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

## 1.15 Students use verbal and nonverbal skills to express themselves effectively.

### Students will be able to:

- a. Demonstrate effective communication skills in situations that threaten personal or other's health and/or safety.

### Emphasis

**IC**



Interpersonal  
Communication

### This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

- a. Advocate for support for others to make positive choices to reduce the risk of injury, violence, or disease.

**AV**



Advocacy

- Take a clear, health-enhancing stand.
- Support the position with relevant information
- Shows awareness of audience
- Display passion and conviction.



### 3.3 Students demonstrate respect for themselves and others.

#### Students will be able to:

- Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence.
- Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury.

#### Emphasis

##### RESPECT



Respect

#### This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

### 3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

#### Students will be able to:

- Describe ways injuries, illness, other disorders, abuse, and violence can affect growth and development.
- Explain why adolescents are inclined to take risks.

#### Emphasis

##### CC



Core Concepts

#### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

#### Students will be able to:

- Explain that lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues.
- Differentiate between communicable and non-communicable diseases.
- Identify symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g. HIV/AIDS, other sexually transmitted diseases, mononucleosis, colds, athlete's foot, etc.).

#### Emphasis

##### CC



Core Concepts

#### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

## Middle School



### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

#### Students will be able to:

- d. Explain the importance of medical screenings, checkups, and immunizations to disease prevention and health promotion.
- e. Describe the components of wellness (social, mental, and physical) and the continuum of illness and wellness.
- f. Explain that injuries are the leading cause of death and disability for adolescents and that injuries are preventable.
- g. Describe the importance of practicing sun, traffic, bicycle, fire, water, and personal safety techniques.
- h. Explain how bullying, hazing, and harassment affect others.
- i. Describe rights to personal privacy and differentiate between good, confusing, and bad touch.
- j. Describe signs of child abuse (emotional, physical, sexual).

#### Emphasis

#### This is evident when students:

- a. Develop a personal plan for periodic health, dental checkups, screenings, and immunizations.
- b. Develop and implement a plan to promote civility and respect in the school community.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- a. Describe how to locate and evaluate reliable sources of information and support around health and safety issues (e.g., HIV/AIDS, abuse, sports injuries, etc.).

#### Emphasis

##### AI



Accessing  
Information

#### This is evident when students:

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- a. Describe strategies that prevent injury (e.g., use of protective equipment in sport, safety restraints in cars).
- b. Identify risks and develop injury/disease prevention and management strategies for personal and family health (e.g., using universal precautions, protective equipment).
- c. Identify ways to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs.
- d. Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual), including how and where to get help.
- e. Describe effective disease management routines (e.g., diabetes, asthma, and allergies).
- f. Demonstrate basic first aid techniques that can help to save lives, reduce the severity of an injury, and enhance recovery.

##### HC/SM



Healthy  
Choices/Self  
Management

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.



## Middle School



### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

#### Students will be able to:

- Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations that could lead to injury, disease (including STDs), and/or violence.

#### Emphasis

**RS**



Refusal Skills

#### This is evident when students:

- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.

### 3.7 Students make informed decisions.

#### Students will be able to:

- Demonstrate decision-making skills to reduce risk of disease, injury, and/or violence.
- Identify internal and external pressures that influence decisions about disease, injury, and violence (e.g., fear; tobacco, alcohol, or other drugs; media; family).

#### Emphasis

**DM**



Decision Making

#### This is evident when students:

- Personalized.
- Show progression through a decision-making process.
  - Identify the decision to be made.
  - Consider options and consequences.
  - Seek information from reliable sources.
  - Take action or make a decision.
  - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.



### 3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

#### Students will be able to:

- Identify examples of bullying, hazing, and harassment, and strategies for dealing with them.
- Apply problem-solving process to reduce risk of injury or violence.

#### Emphasis

##### PS&CR



Problem Solving

#### This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

- Identify situations where conflicts may arise and practice ways to resolve them.

##### PS&CR



Conflict Resolution

- Show progression through a conflict resolution process.
  - + Agree to negotiate.
  - + Name the conflict/problem.
  - + List solutions to the conflict.
  - + Evaluate solutions.
  - + Agree on a solution.
  - + Develop steps to action.
  - + Try out solution and re-evaluate.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

##### Students will be able to:

- Analyze influences from media that contribute to risk taking, harassment, and violence.
- Identify ways that the media serves to inform, protect, and advocate prevention of disease, injury, and violence.

##### Emphasis



##### This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

#### 7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

##### Students will be able to:

- Describe how human body systems fight infection and disease.
- Describe how the health of human beings is affected by their genetic makeup and by environmental factors (e.g., exposure to microbes).
- Describe strategies for helping the body heal from injury.

##### Emphasis



##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.



# Nutrition and Physical Activity—Middle School

**N&PA**

This content area includes education about nutrition and physical activity.



## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

## 1.15 Students use verbal and nonverbal skills to express themselves effectively.

### Students will be able to:

- a. Advocate for healthy eating and exercise habits for self and others.

### Emphasis

### This is evident when students:



- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

- a. Practice effective communication skills when requesting healthy foods and/or opportunities to participate in physical activity.



- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.



### 3.3 Students demonstrate respect for themselves and others.

**Students will be able to:**

- Recognize that people have different nutritional needs and that healthy body weight varies from person to person.
- Demonstrate support for others and their various healthy food selections and activity choices.

**Emphasis**

**RESPECT**



Respect

**This is evident when students:**

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

### 3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

**Students will be able to:**

- Identify the benefits of physical activity for adolescents.
- Explain the different nutritional needs during childhood and adolescence.

**Emphasis**

**CC**



Core Concepts

**This is evident when students:**

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

**Students will be able to:**

- Describe how nutrition, physical activity, and lifestyle affect health issues, including the cause or prevention of disease.
- Explain the function of each group from the Food Guide pyramid and its relationship to health.
- Explain the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are calcium rich.
- Analyze food labels for content and nutritional value.

**Emphasis**

**CC**



Core Concepts

**This is evident when students:**

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- e. Identify ways to minimize saturated fat, sugar, and sodium intake.
- f. Explain the importance of maintaining a healthy body weight.
- g. Explain the importance of food safety procedures when preparing, serving and storing foods.
- h. Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance.
- i. Explain the importance of using safe and appropriate equipment during physical activity.
- j. Identify the influence of technology on nutrition and physical activity.

#### Emphasis

#### This is evident when students:

- a. Assess personal eating and physical activity behaviors, set goals for improvement, and monitor progress.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

- a. Describe a process to select safe, effective, and cost-effective physical activity products and programs.
- b. Describe how to locate and evaluate reliable sources of information about nutrition and physical activity.



- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- Demonstrate how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid.
- Demonstrate safe food-handling procedures.
- Describe recommended types and amounts of physical activity needed to promote health.
- Describe the importance of warm-up, work out, cool down.
- Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity.

#### Emphasis

##### HC/SM



Healthy  
Choices/Self  
Management

#### This is evident when students:

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

### 3.7 Students make informed decisions.

#### Students will be able to:

- Demonstrate a process for making informed decisions regarding food choices and physical activity based on an understanding of balance, moderation, variety, and personal needs.
- Demonstrate making healthy food choices from fast-food restaurants and cafeteria menus.
- Analyze the effects of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture).

#### Emphasis

##### DM



Decision Making

#### This is evident when students:

- Personalized.
- Show progression through a decision-making process.
  - Identify the decision to be made.
  - Consider options and consequences.
  - Seek information from reliable sources.
  - Take action or make a decision.
  - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.



## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



### 3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

#### Students will be able to:

- Demonstrate strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations.

#### Emphasis

**PS&CR**



Problem Solving

#### This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

#### Students will be able to:

- Identify ways positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity.
- Evaluate media claims of performance-enhancing drugs and nutritional supplements.

#### Emphasis

**ML**



Media Literacy

#### This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

### 7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

#### Students will be able to:

- Explain the importance of nutrition in maintaining healthy body systems.
- Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate).

#### Emphasis

**CC**



Core Concepts

#### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.



# Personal Health: Family, Social, Mental, Sexual— Middle School

**PH**



Personal health concepts address both family and mental health, including the development of responsible personal behavior and healthful decisions about sexual activity, including abstinence. This area also addresses skills such as communication and cooperation to strengthen family ties. In addition, human growth and development are included here.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

## 1.15 Students use verbal and nonverbal skills to express themselves effectively.

### Students will be able to:

- Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- Demonstrate ways to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness) to build, promote, and support positive relationships.
- Demonstrate ways to ask for help to improve health and to deal with health problems.

### Emphasis



### This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- Demonstrate ways to influence and support others in making positive health choices.
- Advocate for a fair and equitable social environment.

#### Emphasis



#### This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

### 3.3 Students demonstrate respect for themselves and others.

#### Students will be able to:

- Describe how to be a responsible family member.
- Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.
- Explain how one's behavior may affect others' feelings.
- Identify strategies to challenge the prejudice often associated with diversity (e.g., disabilities, mental/emotional illness and disorders, culture, race/ethnicity, sexual orientation).
- Describe differences between positive and destructive relationships.
- Describe ways to counteract the influence of stereotyping.

#### Emphasis



#### This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



### 3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

#### Students will be able to:

- Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders.
- Identify strategies that promote emotional and social growth (e.g., strengths and assets).
- Describe how family and friends help meet physical, emotional, and social health needs.
- Explain that human sexuality, sexual identity, and/or orientation are a developing part of self throughout life.
- Describe factors that may affect intellectual, physical, social, and emotional growth, including developmental disabilities.
- Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships.

#### Emphasis

CC



Core Concepts

#### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

#### Students will be able to:

- Describe ways to reduce risks related to adolescent health issues.
- Identify factors that contribute to a positive body image.
- Define the characteristics of healthy sexuality and healthy love relationships.
- Differentiate among infatuation, love, and sexual desire.
- Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits.
- Identify the life-altering changes that can result from early pregnancy and/or STDs/HIV.
- Identify effective methods to prevent HIV, STD, and pregnancy.
- Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death).
- Identify characteristics of positive peer and adult role models.
- Describe the importance of trust in relationships.
- Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes).
- Identify signs, behaviors, and symptoms of depression, suicide, and mental illness.

#### Emphasis

CC



Core Concepts

#### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### Students will be able to:

- a. Assess personal health status and develop a plan for making healthy choices using the goal-setting process.

#### Emphasis



#### This is evident when students:

- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

- a. Describe how to access information and support for personal, family, and mental health issues.



- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- a. Demonstrate personal care behaviors that promote positive health for adolescents (e.g., hygiene, dental care, skin care).
- b. Describe and demonstrate healthy stress management techniques for areas of personal stress.



- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

- a. Demonstrate ways to avoid potentially harmful situations in the areas of sexual pressures, relationships, and mental/emotional health, using refusal and negotiation skills.



- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.



### 3.7 Students make informed decisions.

#### Students will be able to:

- Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with personal and family values.
- Describe factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers).
- Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal).

#### Emphasis



#### This is evident when students:

- Personalized.
- Show progression through a decision-making process.
  - + Identify the decision to be made.
  - + Consider options and consequences.
  - + Seek information from reliable sources.
  - + Take action or make a decision.
  - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

### 3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

#### Students will be able to:

- Identify problems that can arise in relationships and develop strategies for addressing those problems.

#### Emphasis



#### This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.



## Middle School

### Content Descriptors/Outcomes

### Skill Assessment Link/Criteria



#### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

##### Students will be able to:

- Identify the effects of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships).

##### Emphasis



##### This is evident when students:

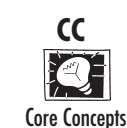
- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

#### 7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

##### Students will be able to:

- Explain the process of human reproduction, including conception, prenatal development, and birth.
- Describe body changes that occur during adolescence and puberty.

##### Emphasis



##### This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

